

**NEW HAMPSHIRE
DEPARTMENT OF EDUCATION
BUREAU OF SPECIAL EDUCATION
PROGRAM APPROVAL REVIEW**

SAU #42

NASHUA SCHOOL DISTRICT

FINAL SUMMARY REPORT

Joseph Giuliano, Superintendent of Schools
Jennifer Dolloff, Director of Special Education

Visit Conducted on February 11-14, 2002
Date of Report: June 27, 2002

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I. TEAM MEMBERS

Maryclare Heffernan Chairperson, SERESC

Dr. Richard Lates

Chairperson, SERESC

FEBRUARY 11-12 TEAM:

Visiting Team Members:

Brian Balke Asst. Dir. Of Special Services
Jeanne Boutilier Special Educator
Jenny Brion Speech Pathologist
Philip Callanan Assistant Principal
Sheila Demers Preschool Coordinator
Susan Dietz LD Specialist
Judy Koch Director, RSED
Roselyn Moriarty Inclusion Facilitator
Sandy Schreiber LD Specialist

Helen Blanchard
Colleen Bovi
Cindy Brodeur
Kathleen Conlin
Christine Diamont
Pam Gross
Ruth Littlefield
Susan Ratnoff
Leigh Zoellick

Special Education Coordinator
Director, Pupil Personnel
LD Specialist
Director of Special Services
School Counselor
Special Educator
NHDOE, Early Learning
Asst. Supt./Special Education
Educational Consultant

Building Level Team Members:

Barbara Reilly Case Manager
Patricia Jewett LD Specialist
Gail Thompson Nurse
Lindy Walch Psychologist
Debra Winn Preschool Coordinator
Karen Culbase Principal
Christine Lomando Special Educator
Jean Bennett School Counselor
Joan Leonard Special Educator

Angela Tomasian
Cecilia Kendig
Amy Colly
Julie Butterfield
Sarah Boudreau
Mary Collins
Tracy Cassady
Kyle Langille
Jacqueline Mansfield

Regular Educator
Volunteer
Grade 2/3 Teacher
Regular Educator
Team Leader
Special Educator
Grade 5 Teacher
Assistant Principal
Special Educator

FEBRUARY 13-14 TEAM:

Visiting Team Members:

Michelle Alukonis Special Educator
Sheryl Brown Special Educator
Jean Dickson School Psychologist
Barbara Edwards Special Education Assistant
Cheryl Jacobs Special Ed. Coordinator
Kathie McGowan LD Teacher/Case Manager
Abby Osman Guidance
Kathryn Skoglund Special Education Director
Donna Lee Tanquay Classroom Teacher

Amy Anderson
Michael Callaghan
Kenneth Duesing
Karen Fuccillo
Melanie Madden
Jean Morrow
Patrice Robbins
Irene Sousa
Shelley Widdison

Inclusion Teacher
Special Educator
Asst. Dir. of Student Services
LD Specialist
LD Specialist
Guidance/Sped. Coordinator
LD Specialist
Director Of Special Services
Special Educ/Resource Room

Building Level Team Members:

Elaine Labbe Regular Educator
Donna Kenny Special Educator
Karen Aicher Speech/Language Pathologist
JoAnne Rivard Special Educator
Jenn Dolloff Special Education Director
Ed Moses Special Educator
John Nelson Assistant Superintendent
Jennifer Goodwin Vision Specialist
Amy Therrien Special Services Administrator
Elaine Keeler Guidance
David Barlow Special Educator
Russell Cardin Guidance Counselor
Chris Morey Science Teacher
Jean Morrow Special Education Coordinator
Dawn Morton Special Educator
Susan Chmura Special Educator
Janice Arcaro

Jennifer Suesing
Claudia Hitzeman
Mary O'Doherty
Louise Auclair
Karen Lee
Paula Fortier
Kelly Messenger
Pam Fallon
Kerry Katsohis
Susan Bakaian
Patty Peasley
Karen Hauver
Arthur Kobs
Lori Wilson
Bill Murphy
Cindy Matte
Jennifer Martin

Principal
Special Educator
Special Educator
Regular Educator
Special Educator
Special Educator
Psychologist
Assistant Principal
Special Educator
Special Educator
Special Educator
Speech Pathologist
Special Educator
LD Specialist
Special Educator
Assistant Principal

II. INTRODUCTION

The city of Nashua is the second largest city in the state and is located on New Hampshire's southern border with Massachusetts. Nashua, SAU # 42, is comprised of 12 elementary schools (K-6), 3 junior high schools (7-9) and 1 high school (10-12) serving a total enrollment of 13,419 students. Of that number, 15% are identified as educationally disabled. Five of Nashua's schools are currently identified as Title I schools. Nashua has been cited as a national demonstration site for inclusionary practices since 1989. The district has a continuous curriculum development and improvement process in place that ensures clear alignment to the New Hampshire curriculum frameworks. A recently revised professional development master plan has been adopted which includes ample opportunities for special education professional and paraprofessional staff to improve their skills and knowledge.

The Nashua School District actively seeks and is awarded grants to supplement and extend the services and supports available to all district students before, during and after school. Examples include the 21st Century Grant, which will provide \$2.4 million over three years, and the Reading Excellence Act Grants, providing resources to three Nashua Title I schools in the district.

Nashua is in the process of a major building program, which will provide the district with two high schools, North and South. The new high school is scheduled to open in September 2002. The renovated portion of the existing high school will be operational in September 2004. This expansion will ultimately provide two 9-12 high schools, three 6-8 middle schools and 12 K-5 elementary schools, thus gaining much-needed space at the elementary level. The district provides a preschool program, housed in four of its elementary schools, as well as life skills and emotionally handicapped programs at each level. Approximately 100 students are placed out-of-district at this time.

III. PURPOSE OF VISIT:

The New Hampshire Department of Education conducted a Special Education Program Approval Visit to SAU#42 on February 11-14, 2002 for the purpose of reviewing the present status of programs and services made available to children and youth with educational disabilities. As part of the NHDOE Special Education program approval visit, all of the schools in SAU #42 were reviewed. These include: Amherst St. Elementary School, Bicentennial Elementary, Birch Hill Elementary, Broad St. Elementary, Charlotte Ave. Elementary, Dr. Crisp Elementary, Fairgrounds Elementary, Ledge St. Elementary, Main Dunstable Elementary, Mt. Pleasant Elementary, New Searles Elementary, Sunset Heights Elementary, Elm St. Jr. High, Fairgrounds Jr. High, Pennichuck Jr. High, Nashua High School and the preschool special needs programs located at New Searles Elementary, Dr. Crisp Elementary, Broad St. Elementary and Charlotte Ave Elementary Schools.

Activities related to this program approval visit included the review of all application materials submitted by the SAU, verification of personnel credentials for special education staff, program descriptions, SPEDIS reports, analysis of data collected during the visit, including the review of student case studies, interviews with staff, administrators, students and parents and classroom observations. Throughout the entire review process, the visiting team worked in collaboration with the staff of the Nashua School District. Their professionalism, preparation, active involvement in the process and cooperation were greatly appreciated and well recognized.

IV. PROCESS

The New Hampshire Department of Education provided Nashua School District with a visiting review team of professional educators to work collaboratively with staff in each of the schools to assist with conducting the various data collection and special education program approval activities. The four-day visit was designed as a focused review on the following areas of programming:

- Access to the General Curriculum
- Transition
- Assessment

The NHDOE Special Education Program Approval Process allowed the visiting and building level team members to conduct case studies of a representative sampling of the special education student population,

ages 3-21 throughout the District. A total of 54 case studies were reviewed. Evidence of the work conducted in-district and results related to student outcomes was gathered throughout the process, guided by the materials and templates provided by the NHDOE, Bureau of Special Education. Examples of evidence included review of student individual education plans (IEPs), progress reports, samples of student work, grades, extracurricular involvement, permanent records, curriculum, etc. Input was gathered from key constituents, including interviews with professional staff, parents, paraprofessionals, administrators, and, in some cases, the students. In addition, classroom observations were conducted for each of the case studies that were being reviewed. The collected data were summarized by the visiting and building level teams, and the summaries are included in the report that follows. The written summaries outline identified areas of strength and areas of improvement needed for each school reviewed.

V. STATUS OF PREVIOUS PROGRAM APPROVAL REPORT AND CORRECTIVE ACTIONS

A complete report on the previous program review was prepared by the Director of Special Education and is attached to this report.

VI. DISTRICT WIDE SUMMARY OF FINDINGS

Commendations:

The collaborative teams thank the staff and administration of the Nashua School District for their assistance, cooperation and participation in all aspects of the February, 2002 NHDOE Special Education Program Approval visit. Throughout the visit, there was enthusiastic support for program improvements on the part of administrators, faculty, parents and support staff. The educational communities were consistently described as committed to providing the best services possible for all students, and it was evident that most children, including those with educational disabilities, are involved in all aspects of the Nashua schools.

As the collaborative teams carried out their varied data collection activities in each school, a number of general patterns emerged. Visitors were treated to case study presentations which had been prepared collaboratively with care and depth by district special and regular educators. It was apparent that Nashua educators had embraced the case study review process, as the presentations were excellent and prompted rich discussion about the quality of programming and services provided district students with educational disabilities.

The district has made a significant and long-term commitment of time and resources to curriculum development, coordination and alignment, which has made a positive impact on curriculum access by educationally disabled students. A similar commitment has been made to the professional development and training of regular and special educators concerning special education topics through regularly scheduled released time and common planning time for teachers.

The district is to be commended for the range of extracurricular opportunities available to all students before and after regular school hours. These opportunities have been greatly expanded at all levels by the resources now made available by a 21st Century grant which funds extensive before and after school activities at school sites across the district.

The administration of the Nashua School District is providing strong support for the philosophy of inclusion and for the improvement of special education programming within the district by providing leadership in the implementation of best practices and on-going professional development opportunities and training at all levels. Under the guidance of Superintendent Joseph Giuliano, the school district has continued to demonstrate high standards for a very diverse student population. In addition, the special education administrative team, under Jennifer Dolloff's leadership, clearly provides on-going communication, training and support to building level staff. The Nashua faculty is comprised of many experienced, master educators who have remained in the system and who have continued to provide excellent curricular and extra-curricular instruction. They are knowledgeable and professional in their interactions with their colleagues and with parents, and they have continued to work collaboratively to provide high quality educational experiences for students with educational disabilities.

Suggestions for Improvement:

The teams encountered a generalized concern on the part of professionals in the district regarding staffing needs in the areas of building special education coordination, the availability of related services personnel and the level of paraprofessional support and compensation. Of particular concern was the expressed need for additional psychological services.

The Preschool program, housed at the Broad Street and Dr. Crisp schools, presently provides only limited opportunities for typically developing students to participate with students with educational disabilities. A review of the present preschool model and future programming needs for preschool students is suggested.

Ongoing review of the continuum of services offered to students at the junior high schools would provide an opportunity to examine the access to the curriculum offered to students in self-contained or separate settings.

The district serves an increasing number of limited and non-English speaking families. It was evidenced throughout the visit that the district is working hard to bridge the communication gap through well-developed ESL services throughout the city, including tutorial and interpretive services. The growing needs of this population require additional ESL assessment specialists to determine eligibility for special education for students. On-going translation of printed materials and documents in families' native languages will provide further support for parents.

ACCESS TO THE GENERAL CURRICULUM:

ED 1109.05 CFR 300.342 Implementation of IEPs

ED 1115.07 CFR 300.306 Provision of Non-Academic Services

ED 1119.03 CFR 300.26 CFR 300.347 Full Access to the District's Curriculum

ED 1119.08 CFR 300.304 Equal Education Opportunity

A recurring theme observed by the review teams was the high degree of collaboration between regular and special educators at the building level. Faculties have evolved a team approach to serving students with disabilities, and regular classroom teachers have assumed a high level of responsibility for IEP implementation. The district is committed to a philosophy of inclusion of students with disabilities in all curricular and extra-curricular activities, and educationally disabled students are afforded access to the general curriculum in most cases. Review team members observed differentiated instruction strategies employed by regular classroom teachers that enabled all students to fully participate and succeed in classroom activities. In addition, a comprehensive continuum of services affords students with significant educational needs opportunities to progress at their own pace with necessary supports. A need was observed for a greater percentage of typical youngsters to be included in the district preschool program in order to provide a more inclusive educational setting.

TRANSITION

ED 1102.53 CFR 300.29 Transition Planning

ED 1107.02 CFR 300.347 (b) (1) Process: Provision of FAPE

ED 1109.01 CFR 300.132 Transition Services

The Building Level Compliance Data Summaries reflect a strong district emphasis on transition planning from class to class within buildings, as well as between buildings and at key transition points. Transition planning is well documented and features the involvement and collaboration of outside community agencies in a "wrap-around" approach to programming for students with educational disabilities. Internal team members cited numerous examples of district efforts to provide orientation opportunities for both students and parents at the points of transition. The oversight and coordination of programming for students placed out-of-district is rigorous and provides for careful planning at the point when a student with educational disabilities returns to the Nashua School District. The district is encouraged to continue to document and extend its transition planning and to assess the effectiveness of its transition plans.

ASSESSMENT

ED 1133.05 (l) CFR 300.347 (a) (5) RSA 193-C

The review teams were provided clear evidence that district personnel use data from multiple assessments to develop student IEPs and to monitor student progress. Special education personnel are knowledgeable concerning the use and interpretation of assessment data. The district has dedicated time and resources to the analysis of state and local assessment data and to the adjustment of classroom instructional practice in response to student performance data.

SPECIAL EDUCATION PROCESS: POLICY AND PROCEDURE

ED 1106.01 Special Education Process

ED 1103.01 Child Find, Responsibilities of the LEA

The district has undertaken extensive revision and dissemination of and staff training in its special education policies and procedures in response to IDEA '97. In addition, the district has developed a Child Assistance Team (CHAT) referral process to standardize building practice district-wide concerning the implementation of Section 504 Accessibility. A CHAT handbook has been compiled and distributed to each school, and administrators and staff have been trained in the implementation of the CHAT process.

PARENT COMMUNICATION

It was clear to the collaborative review teams that the Nashua School District is making a concerted effort at the building and at the district level to maintain close contact and communication with parents of disabled students. Nashua has retained its neighborhood school atmosphere, despite being a large urban school system. The schools provide an open, welcoming and student-centered atmosphere, and parents are encouraged to offer input and ask questions regarding their children's programming and services. During this program approval year, the district has provided forums for parents of students with educational disabilities for the purpose of discussing a wide range of educational and social issues. These forums have addressed the following topics:

- Culture/Friendship/Social Aspects
- Training (for Educators and Parents)
- Transitions
- Inclusion
- Resources
- Accountability
- Wishes for the Future

Parent input has been considered throughout the program approval process, and their recommendations and suggestions for improvement will be incorporated into the district's improvement plan.

VII. BUILDING LEVEL SUMMARY REPORTS

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT

BUILDING LEVEL COMPLIANCE DATA SUMMARY

NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Pre-School/ Broad Street and Dr. Crisp Elementary Schools

Recorder/Summarizer: Lindy Walch

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Pre-School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	The pre-school is designed to be run like a regular pre-school. However, the typically developing peers attend only twice a week and the total number is very low.
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Pre-School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Regular and consistent meetings with early intervention personnel, weekly meetings with pre-school teams and kindergarten personnel.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Pre-School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Individual student assessments used in developing and revising IEPs.

Pre-School	
Strengths	Suggestions for Improvement
1. There is collaboration with early supports and services in transition to kindergarten. Good plans and procedures in place. 2. There is a very strong focus on best practices and continued professional development. 3. The teachers and other team members work hard to establish rapport and ongoing family supports. 4. The teachers are highly trained (master's level with years of experience).	1. There is concern about the recent reduction in the number of paraprofessionals supporting the program. 2. Staff in the two locations need the opportunity to meet together to discuss the issue of multiple locations. 3. Review the role of typically developing peers in this program and the possibility of increasing their total number and number of days attending.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Amherst Street Elementary School

Recorder/Summarizer: Barbara Reilly

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Amherst Street Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students schedules showing full inclusion; students have access to Nashua curriculum, which is aligned with state frameworks; clear list of accommodations for access; good attendance.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Amherst Street Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Minutes of meetings; staff and parent description of transition; end of year IEP/ placement meetings address transition planning.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Amherst Street Elementary
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Multiple assessments used, including NHEIAP, Gates-MacGinitie Reading Comprehension, district writing prompt as well as individualized assessments.

Amherst Street Elementary	
Strengths	Suggestions for Improvement
1. Full inclusion practiced – building-wide. 2. Strong connection with high school students. 3. Paraprofessionals are well-trained (monthly training). 4. There is continual communication with parents and the larger community. 5. Responsive classroom and differentiated instructional strategies are utilized. 6. Excellent use of grant resources – 21 st Century, Reading Excellence Act, Rivier technology grant and teacher connection with Rivier. 7. Very committed and dedicated staff. There is a warm, supportive, nurturing school climate. 8. Strong building leadership, supportive of special education programs.	1. The needs of the school’s population suggest a need for additional paraprofessional support as well as additional psychological, speech and administrative support.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Bicentennial Elementary School

Recorder/Summarizer: Cindy Brodeur

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Bicentennial Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have full access to general education curriculum with supports as necessary, as evidenced by student schedules, IEPs, classroom observations and teacher information.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Bicentennial Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs , with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Internal school-based teams meet to discuss and review individual student needs and programming options for the next year. Also parents are welcome participants in transition planning from pre-school to kindergarten and to all other grades after that. Evidence includes minutes of IEP and transition meetings and staff and parent comments.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Bicentennial Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment data for individual students (KTEA, speech and language assessments and other academic assessments) is utilized for planning and programming. State and district-wide assessments (NHEIAP, annual writing prompt, grade 1 and 2 math tests) are used very specifically to improve curriculum and instruction.

Bicentennial Elementary School	
Strengths	Suggestions for Improvement
1. The inclusion model is effectively practiced. There is collective responsibility for students with educational disabilities. 2. Special education staff demonstrates a strong knowledge base. 3. Parents are extremely pleased with their children's programs. 4. Parent involvement is high. 5. Students feel very happy and welcomed in this school. 6. Percentage of students identified with educational disabilities is low – approximately 8%.	1. IEP and related paperwork needs to be presented in parents' native language. 2. IEP goals need to be measurable and evaluation criteria need to be more specific and utilized. 3. Review paraprofessional support needs for building. 4. Separate files should be provided for confidential information. 5. Consider ways to provide more opportunities for professional collaboration.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Birch Hill Elementary School

Recorder/Summarizer: Irene Sousa

Date: February 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Birch Hill Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All three students were appropriately included in their regular classroom and were accessing the regular curriculum to their best ability using support staff. Evidence includes student schedule, work samples, IEP, report cards, classroom observation and staff description.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process: Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Birch Hill Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Birch Hill has an existing, well-written plan with detailed steps of transition. Copy in students' cumulative folders.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Birch Hill Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Each student has an individual portfolio, including weekly spelling tests, writing prompts, and end of year math tests. Assessments are used to build a current level of performance for IEP development.

Birch Hill Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Administration and staff collaborate well on service delivery. There is positive communication between all staff and parents and strong community involvement. Parents are very pleased with special education programming and services and feel that their input is valued. Special education staff meetings are held weekly. Reading specialist works closely with special education staff, often supporting unidentified students. Close collaboration (seamless) between regular and special education staff. Identified students showed confidence and willingness to learn. 	<ol style="list-style-type: none"> More paraprofessional support is needed for inclusionary model to be fully effective. Access to assistive technology for all levels of disabilities is needed. There is a need for increased classroom computer access.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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SAU #42 School: Broad Street Elementary School

Recorder/Summarizer: Judy Koch, Sara Boudreau

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Broad Street Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All three students are actively engaged in grade level curriculum as evidenced by classroom observations, parent reporting, student schedules, IEPs.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Broad Street Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	<ul style="list-style-type: none"> Written documentation of parents' involvement in transition plan Jr. High team has input into the IEP Documented end of year meetings "Push Up" Day (6th graders visit Jr. High, with assistance if needed, ahead of time)
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	<ul style="list-style-type: none"> Referral and staffing minutes for entrance into the Project Achievement Program Teacher documentation Process includes Program Coordinator observing all programs
4b	Team, including student as appropriate, regularly assesses success of transition plan	<ul style="list-style-type: none"> Winter transition meetings with receiving teachers Classroom observations, meetings in home schools Full follow through during the next year Parent interview supports being involved in transitions

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Broad Street Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	<ul style="list-style-type: none"> • All district-wide and school assessments are in portfolios that move with student grade to grade. • State assessments and individual evaluations are in cumulative folders. • State, district and school assessments are used to create an action plan for improvement of student achievements.

Broad Street Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Special education teams, as well as regular classroom teachers, work extremely hard, with a positive attitude. 2. Building has a caring, family atmosphere. 3. Administration is visible, very supportive, knows all the students and acknowledges students' strengths. 4. There is strong and effective communication between parents and regular and special education staff. 5. Parents feel supported by administration and special educators. 	<ol style="list-style-type: none"> 1. Improve flow of special education communication within school and district-wide. 2. Consider the need for an addition special educator/case manager to provide support for Project Achievement students. 3. Provide parents with more information re: expectations at junior high and high school levels.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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SAU #42 School: Charlotte Ave. Elementary School

Recorder/Summarizer: Michele Alukonis

Date: February 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Charlotte Avenue Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Two students participate in regular classroom activities as evidenced by classroom schedule, classroom observation, progress reports and work portfolio. Intensive needs program: student accesses kindergarten, art, gym, music, recess and other school-wide activities as evidenced by classroom schedule, observation and IEP.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Charlotte Avenue Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Documentation exists in IEP. School provides push-up day and opportunities for parent input regarding transition.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Charlotte Avenue Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Student assessments include progress reports, classroom observations, organization/behavior checklist, report cards and end of year testing, as well as NHEIAP and, for one student, Vineland Behavioral Data. School analyzes state assessment results, looking for patterns and using information to realign instruction with curriculum and to provide workshops for teachers and staff.

Charlotte Avenue Elementary School	
Strengths	Suggestions for Improvement
1. Differentiated learning strategies are very effective. 2. Responsive classroom strategies are very successful. 3. The case study presentations were carefully prepared. 4. The paraprofessional staff is highly competent. 5. The inclusionary model is effective. 6. There is a positive school atmosphere. 7. A strong sense of collaboration and planning exists between special and regular educators. 8. Effective home-school communication takes place. 9. Administrators provide strong support for special education programming.	There is a need for common planning time for regular and special educators.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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SAU #42 **School:** Dr. Crisp Elementary School

Recorder/Summarizer: **Sheryl Brown** **Date:** February 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Dr. Crisp Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	All students participate in the general curriculum with opportunity for extra-curricular activities as evidenced by weekly schedules, classroom observations, report cards, IEPs and interviews with teachers, parents and staff.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Two students reviewed choose not participate in extra-curricular activities. One student participates in after school Adult Learning Center activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Dr. Crisp Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Students' transition plans are evidenced by team meeting minutes that include parents, sending and receiving teachers and special educators. There is a written transition process.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Dr. Crisp Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	Team uses data from assessments to draft IEPs.
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Administration uses results of a variety of assessments to evaluate overall curriculum and student success.

Dr. Crisp Elementary School	
Strengths	Suggestions for Improvement
1. School-wide participation in reading clinics is commendable. 2. Regular education teachers have a good understanding of identified students' needs and have a collaborative relationship with the special education team. 3. Special educators are a dedicated, united and collaborative team. 4. Transitions from pre-school to kindergarten and from kindergarten to 1 st grade are excellent. 5. Staff is sensitive to, and aware of, community needs and provide needed supports to students' families. 6. Transitions between grade levels are effective.	1. A formal process to evaluate the success of transitions is needed. 2. There is a need for more psychologist time for counseling. 3. More related services time is needed for younger children.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
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SAU #42 School: Fairgrounds Elementary School

Recorder/Summarizer: Kerry Katsohis **Date:** February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Fairgrounds Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	One student has access appropriate for his disability.
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Two students have access to the least restrictive environment as evidenced by parent interviews, student interviews, classroom observations, discussion with team members, and review of student data.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Fairgrounds Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	No outside agencies were involved in these three case studies, but outside agencies are involved in other cases.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	Children access life skills within school environments as well as through character education program.
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Fairgrounds Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment data is used to improve student learning as evidenced by interviews, observations, quarterly progress report, end of year achievement tests and report cards.

Fairgrounds Elementary School	
Strengths	Suggestions for Improvement
1. Communication with families is good. 2. Children feel accepted, supported and challenged. They feel welcomed by staff and other students. There is strong sense of community in the school. It is a “child-centered culture.” 3. Parents are satisfied with the way assessment data is used for planning. 4. There is strong administrative support, school and district-wide.	1. A greater focus on parents would be helpful in the transition process. 2. Document transition planning. 3. Consider additional support for special education staff – case managers, speech therapists, psychologists. 4. Improve training opportunities for and recruitment of paraprofessionals. 5. There is a need for additional clerical support. 6. Review the size of the case managers caseloads. 7. There is a need for greater continuity between summer school programs and school year programs.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
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SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Ledge Street Elementary School

Recorder/Summarizer: **Paula Fortier**

Date: **February 14, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Ledge Street Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have access to the regular curriculum with necessary supports including ESL, speech, behavioral and paraprofessional assistance. Evidence includes student schedules, classroom observations, teacher observation and report cards. There is evidence of participation in after school activities.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Ledge Street Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Students have successful transition plans, evidenced in team meeting minutes that included parents and, if necessary, a translator.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
Ed. 1133.05 (I), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Ledge Street Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Individual school and state assessments are used to determine progress (KTEA, Stanford Reading Comprehension Test, PIAT, NHEIAP and grade level assessment. School is presently analyzing multiple assessment outcomes to determine necessary curriculum and instructional improvements.

Ledge Street Elementary	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> Parents feel that staff really care about their child and work both in school and collaboratively with city-wide agencies on behalf of students. Parents trust regular educators and special educators to provide help. School-wide programs support special education and regular education students in known areas of weakness – time out/assistance room, literacy and access to summer school programs and 21st Century grant. Literacy program promotes student success and is available to all students. Collaboration and support between grade levels, across disciplines and between regular and special educators, with leadership from administration. Regular and ongoing integrated assessment within the curriculum. 	<ol style="list-style-type: none"> Provide 21st Century grant paperwork and information in Spanish. Consider ways to provide ESL instruction within the regular classroom. Provide pre-evaluation and other special education information in Spanish. Provide more detailed documentation of transition services to students with educational disabilities.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
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SAU #42 School: Main Dunstable Elementary School

Recorder/Summarizer: Sue Ratnoff

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Main Dunstable Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	Students have access to the general curriculum and participate in extracurricular activities as evidenced by student interview, classroom observation, parent interviews, and student schedules.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Main Dunstable
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Standard practice, but process is not formalized. Process includes parents and service providers in planning together for the subsequent year programming.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (b), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Main Dunstable
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	School wide plan for using assessment data includes analyzing NHEIAP, end of year assessments in science and language arts.

Main Dunstable Elementary School	
Strengths	Suggestions for Improvement
1. Devoted, conscientious and knowledgeable staff 2. General acceptance of meeting needs of special education students 3. Reasonable caseloads for special educators 4. Adequate staffing for inclusion model 5. Positive school climate – students demonstrate spirit of cooperation and pride in school 6. CHAT process – a proactive and better way to determine special education eligibility and needs	1. There is a need for closer scrutiny of form completion and accuracy. 2. More widespread training is needed regarding transition and use of the district's transition plan. 3. Reinstitute start of year meetings with new classroom teacher and parents to orient them to new year's program and expectations. 4. Ensure that new teachers are properly oriented to CHAT process and special education process.

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SAU #42 School: Mt. Pleasant

Recorder/Summarizer: Helen Blanchard

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Mt. Pleasant
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have access to the general curriculum and participate in extracurricular activities as evidenced by class schedule, observations, parent interviews, IEPs, progress reports, work portfolios, 21 st Century afterschool program and staff interviews.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Mt. Pleasant
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Transitions are planned and evidence is found in meeting minutes, principal interview, student Push Up day, transition information sheet and student interview.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Mt. Pleasant
Indicator Level and Description		
0	No evidence of student participation in district or state assessments	
1a	Student participates in district-wide and school assessments	
1b	Student participates in state assessment	
2	Alternate assessment provided as needed for both district and state assessments	
3a	Assessment data is used to develop IEP	
3b	Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
4	School uses assessment data to improve student learning (state, district-wide or school assessments)	Assessment data is used to develop plans, document progress and improve student learning. Evidence includes monthly writing prompts, Nashua Assessment portfolio, Qualitative Reading Inventory, NHEIAP results.

Mt. Pleasant Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. The portfolios created for the case study presentations were excellent. 2. All students are included in classes. 3. All teachers are very involved in programming. 4. The special education staff is experienced, creative, hard working and knowledgeable. 5. There is an open door policy for parent communication. 6. Special and regular education staff provide good support to paraprofessionals. 7. The 6th grade student's PowerPoint presentation was impressive. 8. The use of arena assessment is very effective. 9. Lindamood Bell reading program is available. 10. Students are comfortable and fully included in their classes. Students work well together. 11. The scheduling and use of paraprofessionals allows time for support in different classrooms – more effective than one-to-one support. 12. Regular education teachers take responsibility for implementing students' IEPs and making necessary modifications. 13. There is considerable communication among staff members re: transitions to and from other schools. 	<ol style="list-style-type: none"> 1. Consider moving kindergarten program into Mt. Pleasant School. 2. Consider ways to create more time to accomplish the work of teaching, collaborating, meeting, planning, etc. 3. One paraprofessional per classroom would be ideal. 4. More school psychologist time is needed to do student testing and counseling. 5. ESL assessment specialists are needed to help determine special education eligibility for ESL students.

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SAU #42 School: New Searles Elementary School

Recorder/Summarizer: **Kyle Langille**

Date: **February 14, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		New Searles Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are engaged in the general curriculum and extra-curricular activities. One student has a very specialized developmental program. Evidence: student schedules, report cards, classroom observations and IEPs. Extracurricular participation includes special Olympics, school band, spelling bee and Girl Scouts.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, (b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		New Searles Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Effective transition planning for students, as evidenced by IEP meeting notes, specific transition meetings, agency involvement and Push-Up Day activities. Parental involvement is documented.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		New Searles Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Student assessment data is used to develop programming and for transition planning. Assessments include: NHEIAP, individual assessments, district writing prompts and end of year math tests.

New Searles Elementary School	
Strengths	Suggestions for Improvement
1. Good communication on all levels – special education staff to parents, to administration and to regular education staff. 2. There is an attitude of respect among staff, parents and paraprofessionals. They are all part of the team. 3. Preparation for transition is a strength. 4. The staff practice a true inclusionary model with differentiation provided through skills groups. 5. The staff is skilled, professional, knowledgeable and team-oriented.	1. Paraprofessionals need consultation time and more training. 2. More time is needed to work with a behavior expert. 3. Consider additional support for special educators so that more direct service time is provided to identified students. 4. Teachers need more time to profile and understand needs of students they will be receiving.

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SAU #42 School: Sunset Heights Elementary School

Recorder/Summarizer: Shannon Knust

Date: February 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Sunset Heights Elementary School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students are engaged in the general curriculum and extra-curricular activities as evidenced by schedule, IEPs, report cards, classroom observations, student work and teacher reports. Extra-curricular evidence includes 21 st Century after-school, tiger cubs, city baseball and basketball, karate and peer tutoring.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Sunset Heights Elementary School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	Written documentation exists from preschool to kindergarten and grade to grade. Input is sought from parents and other agencies as appropriate. Evidence includes team meeting notes and parent interviews.
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Sunset Heights Elementary School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	District has implemented a district-wide curriculum improvement plan. Evidence that school uses multiple assessment data to develop student IEPs and to measure student progress includes: student portfolios, progress reports, report cards, parent conferences, weekly meetings, district writing prompts, district end of the year assessments, individual evaluations, observations, NHEIAP and Learning Styles Inventory.

Sunset Heights Elementary School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> The administrator and staff are to be commended for their collaborative and effective efforts to meet the needs of all their students. The adaptive P.E. program provides students the opportunity to interact successfully with non-disabled peers in the regular P.E. class. Pre-teaching skills and strength building are the keys. The administrator is very supportive and aware of staff and student needs. He makes himself available and attends all difficult staffings. Extracurricular activities are available to all students. Many students with disabilities participate in 21st Century programs, city-wide sports leagues, school choral and instrumental programs. Transitions from grade to grade are commendable. There is good communication between staff and parents. Looping has had a positive impact on students' transitions. 	<ol style="list-style-type: none"> Review the increasing diagnostic needs facing speech pathologists with influx of NLD and NOS students. Review transition of students from 6th to 7th grade to provide more communication and information to 7th grade staff re placement and services. There is a need for greater and more consistent use of technology in classrooms. Primary grades do not have classroom computers available. Review the balance of diagnostic vs. direct therapy and consultation for school psychologist. Increase collaborative efforts between school district, early intervention and pediatricians to facilitate early identification of children with special needs.

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SAU #42 School: Elm Street Junior School

Recorder/Summarizer: **Dawn Morton**

Date: **February 14, 2002**

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Elm Street Junior High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have access to the general curriculum at their level or grade level. All participate in extra-curricular activities with support as needed (ski club, jazz band, REACH, football and 21 st Century activities).

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Elm Street Junior High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	Records of team meetings are held prior to transition with sending schools. Transition activities include student tours of building, push-up days and parent orientations. There is written documentation for one student who is 17.
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Elm Street Junior High School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Students participate in state and district assessments. Other evidence includes report cards and student portfolios. Multiple assessments are used as alternatives to district assessments in some cases.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Elm Street Junior High School	
Strengths	Suggestions for Improvement
1. Continuum of services – adaptive P.E., Project Achievement, special needs, tutorial 2. Movement between programs when appropriate 3. Staff enthusiasm 4. 21 st Century and other after-school program. 5. Support provided to disabled students for after-school activities 6. Availability of paraprofessionals for all students with disabilities 7. The ability to meet the needs of severely compromised students presenting a wide range of disabilities	1. Investigate the possibility of alternate district assessments. 2. In programs where students' skill levels are substantially below grade level, consider methods to utilize lower level (grade) curriculum. 3. Consider the possibility of more documentation/evidence of supports used during transition from school to school and grade to grade.

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SAU #42 School: Fairgrounds Junior High School

Recorder/Summarizer: Jean Morrow

Date: February 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>Ed. 1119.08, Equal Education Opportunity</u>		Fairgrounds Junior High School
<u>CFR 300.342</u> <u>CFR 300.306</u> <u>CFR 300.26</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	One student has developmentally appropriate access to school and extra-curricular activities as evidenced by IEP.
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students have appropriate access to general curriculum and extra-curricular activities. Evidence includes class schedules, IEPs, progress reports, report cards and classroom observations. Extra-curricular activities include school football, wrestling, Boy's Club and city-wide basketball.

Transition		Summary of Evidence
<u>Ed .1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Fairgrounds Junior High School
	Indicator Level and Description	
	0 No evidence of transition planning	
	1 Transition occurs, with little or no written documentation	
	2 Written documentation exists for transition services	
	3a Team includes parents and personnel from other agencies in transition planning	Transition planning occurs for all students coming into and leaving Fairgrounds Jr. High. Plans include elementary staff, junior high staff, parents and students as appropriate.
	3b Student is informed before age 17 of his/her rights under IDEA	
	3c Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
	4a District has implemented a process to evaluate the success of the student's transition	
	4b Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
<u>Ed. 1133.05 (I), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Fairgrounds Junior High School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	Evidence of assessment used in student program planning includes NHEIAP, report cards, progress reports, IEP progress reports, and classroom tests.
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	

Fairgrounds Junior High School	
Strengths	Suggestions for Improvement
1. A wide range of services is offered. 2. Regular education staff are involved in the success of identified students. 3. There is a high level of communication and support among staff. 4. Individual daily programs in P.E. are provided for students. 5. Web site provides parents with special education information. 6. A high level of administrative support is provided. 7. Guidance counselors and reading specialists are part of the team.	1. Consider reducing caseloads for special educators. 2. Provide a more formalized transition plan. 3. Provide a special education coordinator for the building. 4. Improve transitions for students who move between junior high schools within the city.

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NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Pennichuck Junior High School

Recorder/Summarizer: David Barlow

Date: February 12, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Pennichuck Junior High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	All students are appropriately engaged in the general curriculum. Evidence includes student schedules, report cards, progress reports, teacher interviews and classroom observations. Two students are engaged in extra-curricular activities as evidenced by student interviews, parent interviews and case study information

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Pennichuck Junior High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	Transition process includes meetings with students, parents and staff. Agency involvement as appropriate is noted. Team meeting minutes document transition planning.
4b	Team, including student as appropriate, regularly assesses success of transition plan	

Assessment		Summary of Evidence
Ed. 1133.05 (l), Program Requirements CFR 300.138 CFR 300.347 (a) 5, RSA 193-C This is not limited to NH statewide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Pennichuck Junior High School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	Case presentation of all students demonstrates use of assessment data to improve learning. Use is also noted in student IEPs.

Pennichuck Junior High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> 1. Ability to identify specific needs of students (a whole picture including academic, personal and extracurricular needs). 2. Students access the general curriculum. 3. The transition process is thorough. 4. Parents and teachers work together to address student issues. 5. Course leveling supports students' feeling of success. 6. Regular education teachers take responsibility for all students. There is strong collaboration between regular and special education teachers. 7. Parents are happy with the progress their students are making and the services they are receiving. 8. There is no stigma attached to special education. Identified students have friends. 9. The special education team is an extremely close, cooperative, collaborative, cohesive group. 	<ol style="list-style-type: none"> 1. More consistent communication between school and home is suggested. 2. IEP meetings should include all appropriate team members. 3. Revisit IEP goals and objectives routinely to address problem areas and learning difficulties and to develop appropriate strategies. 4. Provide meeting follow up to parents to review and clarify recommendations. 5. There is a need for more psychologist time.

USING COMPLIANCE DATA FOR CONTINUOUS IMPROVEMENT
BUILDING LEVEL COMPLIANCE DATA SUMMARY
NEW HAMPSHIRE STATE DEPARTMENT OF EDUCATION
SPECIAL EDUCATION PROGRAM APPROVAL AND IMPROVEMENT PROCESS

SAU #42 School: Nashua High School

Recorder/Summarizer: Barbara Edwards

Date: February 14, 2002

Based on data collected from the Data Collection Forms, Interview Forms, Classroom Observations, etc. the following summary is intended to provide a “snapshot” of the quality of services and programs in the school/private facility in the areas of: **Access to the General Curriculum, Transition and Assessment.**

Access to the General Curriculum		Summary of Evidence
<u>Ed. 1109.05, Implementation of IEP</u> <u>CFR 300.342</u> <u>Ed. 1115.07, Provision of Non-Academic Services</u> <u>CFR 300.306</u> <u>Ed. 1119.03, Full Access to District's Curricula</u> <u>CFR 300.26</u> <u>Ed. 1119.08, Equal Education Opportunity</u> <u>CFR 300.347(a)</u> <u>CFR 300.304</u>		Nashua High School
Indicator Level and Description		
0	Student does not have access to the general curriculum.	
1	Student has access to the general curriculum	
2	Student participates in the general curriculum in the regular classroom	
3a	Student participates and progresses in the general curriculum with non-disabled peers for majority of the day with necessary support(s)	
3b	For Private Schools: Student has opportunities to interact with non-disabled peers on a regular basis	
3c	Student has the opportunity to participate in general extracurricular activities with necessary support(s) and is encouraged to do so.	
3d	For High School Students: Student has the opportunity to earn regular credits leading to a regular diploma	
4	Student engages in the general curriculum with necessary support(s) and participates in extracurricular activities in the Least Restrictive Environment	Students engage in general curriculum and participate in extra-curricular activities as evidenced by high school transcripts and class schedules. Extra-curricular activities include Special Olympics, advisory, driver education, NH All-State Chorus and French Honor Society.

Transition		Summary of Evidence
<u>Ed. 1102.53, Transition Planning</u> <u>CFR 300.29</u> <u>Ed. 1107.02, Process; Provision of FAPE</u> <u>CFR 300.347 (b) (1)</u> <u>Ed. 1109.01, Transition Services</u> <u>CFR 300.132</u> This includes movement from (a) ESS to preschool, b) pre-school to elementary school, (c) age 14 or younger, or (d) age 16 or older		Nashua High School
Indicator Level and Description		
0	No evidence of transition planning	
1	Transition occurs, with little or no written documentation	
2	Written documentation exists for transition services	
3a	Team includes parents and personnel from other agencies in transition planning	
3b	Student is informed before age 17 of his/her rights under IDEA	
3c	Plan addresses instruction, community, employment and daily life skills in a complete and comprehensive manner	
4a	District has implemented a process to evaluate the success of the student's transition	
4b	Team, including student as appropriate, regularly assesses success of transition plan	Transition plans are completed for students including relevant agencies as appropriate. Documentation is found in IEP and transition notes. Plans include parents, student, staff, agency representative and other family members.

Assessment		Summary of Evidence
<u>Ed. 1133.05 (l), Program Requirements</u> <u>CFR 300.138</u> <u>CFR 300.347 (a) 5, RSA 193-C</u> This is not limited to NH state wide testing [NHEIAP]. It should also include districtwide and school assessments administered to non-disabled peers.		Nashua High School
	Indicator Level and Description	
	0 No evidence of student participation in district or state assessments	
	1a Student participates in district-wide and school assessments	
	1b Student participates in state assessment	
	2 Alternate assessment provided as needed for both district and state assessments	
	3a Assessment data is used to develop IEP	
	3b Multiple measures used for assessments (e.g. report cards, student work, teacher observations and portfolios)	
	4 School uses assessment data to improve student learning (state, district-wide or school assessments)	School, district-wide and state assessment data are used to improve student learning as evidenced by NHEIAP, vocational assessments and IEP descriptions.

Nashua High School	
Strengths	Suggestions for Improvement
<ol style="list-style-type: none"> All staff (educators, case managers, paraprofessionals and administrators) truly care about the students. The case management system is effective. Collaboration with outside agencies is comprehensive and effective. Student and family needs are met in access to the general curriculum, transition and assessment. There is effective transition planning from grade to grade and building to building, as well as high school to adult services. Students have access to career center for future employment and job counseling as well as college opportunities. Guidance counselors tour various colleges that focus on LD support. Diversity of programming raises the standards of achievement of all students. Extra-curricular opportunities are available to all students. Communication is a definite strength between administration, educators, students and parents. 	<ol style="list-style-type: none"> Review the potential gap between graduation and adult services – a systemic state problem. Summer programs – options need to be expanded to include Voc Rehab and Area Agency. Continue to provide support to all students in light of new leveling configuration. Consider the need for additional school psychologist, speech pathologists and paraprofessionals. Consider transition between junior high and high school programs so that there is consistency between the levels.

VIII. ADDENDUM: OUT OF DISTRICT AND JAMES O SUMMARIES

ADDENDUM

Out-of-District File Review

SAU #42

Date: March 8, 2002

Reviewers: Dick Lates
Janice Arcaro

<p style="text-align: center;">ADDENDUM Out-of-District File Review</p>

SAU #42

Number of Files Reviewed: 1

CITATIONS OF NONCOMPLIANCE

There were no issues of non-compliance.

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #42

Student File Review

Case Study Document

Reimbursement Claim Form

Case Study Addendum Form

Date: March 8, 2002

Reviewers: Paula Fortier, Janice Arcaro, Dick Lates, Maryclare
Heffernan

ADDENDUM

JAMES O. MONITORING PROGRAM

SAU #42

Number of files reviewed: 3

COMMENDATIONS:

District maintains accurate and complete records on students who are court-ordered into out-of-district placements

CITATIONS OF NONCOMPLIANCE:

IEP

Ed 1109.01

There is no evidence that state and local assessments or alternate assessments are used to determine present levels of performance and objectives.